

UBD Title or Topic

Subject/Course: Intro to Human Services

Grade (s): 10 - 12 Designer (s) Carol Birgen, Charlotte Mohling, Deb DeBates, Debra Kraft

Stage 1: Desired Results

Core Standard(s):

3.2 Create an individualized plan for a potential career in human services

Understandings: Students will understand that....

A plan provides guidance for preparation for a career in human services.

Essential Question(s):

What do I need to do to prepare for a career in human services?

Students will know....

Educational requirements for human services careers

Required certification for human services careers

Student will be able to

Develop a personal learning plan for preparation for a career in human services

Stage 2: Assessment Evidence

What evidence will show that students understand?

☐ Performance Task

☒

Project

☐ Quizzes

☐ Tests

☐

Informal Observations

☐

Discussions

☐ Interviews

☐

Self-Assessment

☒

Other (Presentation to Panel)

Motivation – Introduce and Explain

How will you help students know *where* they are headed and why? How will you *hook* students through engaging and thought-provoking experiences that point toward big ideas, essential questions, and performance tasks?

1. On Target activity – Discuss how “being on target” is important for planning for a career in human services.

Model (Teacher presentation):

What instruction is needed to *equip* students for final performance?

Guided and Independent Practice (Student Engagement):

What events can students *experience* to make the ideas and issues real? What learning activities will help student to *explore* the big ideas and essential questions?

2. Demonstration on required education component of MyLifeSD. Students investigate the required education for selected human services career. Students develop or revise a career learning plan that includes high school course requirements, higher education and extracurricular activities (Career Planning section of Career Investigation STAR Event Project)

Reflection/Assessment:

How will you cause students to *reflect* and *rethink* to dig deeper into core ideas? How will you guide students in *rehearsing*, *revising*, and *refining* their work based on feedback and self-assessment? How students *exhibit* their understanding about their final performances and products? How will you guide in *self-evaluation* to identify the strengths and weaknesses in their work and set future goals?

3. Students Career Learning Plan will be assessed for relevance to human service career. Use the Career Planning Report Rubric to evaluate the first draft. Students will make revisions before including information in Career Investigation portfolio.

4. Students present their portfolio to a panel of professionals. Panel will use the rubric from the Career Investigation STAR Event.

5. Student will write a personal reflection on the question, “Is a human services career for me?”